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GOVERNMENT DOCUMENTS

Today is Yours

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C O N T E N T S

Introduction

Rationale

Part I - Quiz

Part II - Women in Canada

Part III - Hamilton Women

Part IV - The Media

Part V - Opportunities for Leadership

Suggested Reading

I N T R O D U C T I O N

In 1971, prompted by Premier Wm. Davis, the present Chairman of the Hamilton-Wentworth Regional Council, Anne Jones, who was then a Controller on Hamilton City Council, initiated the first citizen's Civic Status of Women Committee in Canada composed of eight members of the Hamilton and District Council of Women, as well as seven other interested men and women.

Its mandate was to accept, reject or amend the 167 recommendations of the Royal Commission's Report on the Status of Women and to make specific recommendations for Hamilton.

In January 1973, at the recommendation of City Council, the Hamilton Status of Women Committee was appointed as a standing Committee of Council to report to City Council on matters concerning women, and to provide input with respect to matters of municipal concern.

The Education Committee to the Hamilton Status of Women Committee was formed in March of 1973. Diversity of membership includes representatives from the teaching profession, both at teacher and trustee levels, a homemaker, and a representative from the Public Library.

The project TODAY IS YOURS grew out of a need to present the role of women in Canada. International Women's Year gave the impetus to the project with its goals:

- 1) To influence attitudes towards women.
- 2) To create awareness among Canadians of the changing attitudes.

- 3) To remove inequities in existing legislation and regulations.
- 4) To promote equal opportunity.

The kit is aimed at the Intermediate Level as it was thought this would be an area where attitudes could be influenced, and where the age of the students allowed them to understand the concepts being promoted.

A great amount of material was available for the kit but only a small section of it was suitable for Grades 7 & 8.

The Committee concentrated on certain areas which we hope will only be starting points for both teachers and students. More materials will be added to the kit if funds are available.

This is the first attempt at compiling a kit for most people on the Committee, so any feedback on areas where it could be improved, would be appreciated.

T O D A Y I S Y O U R S

RATIONALE

COMPONENTS

This multi-media kit consists of:

- 1) Two filmstrips and two cassettes entitled Women in Canada;
- 2) Posters;
- 3) Three booklets from the series The Canadians;
- 4) Biographies of past and present women in Hamilton;
- 5) Suggestions on how to use the materials.

PLACEMENT IN CURRICULUM

It is intended for particular use in the English and History courses in the Intermediate levels, as supplementary material, or as a series of whole units such as the History of Women in Canada, Women in the Media, The Women of Hamilton, Opportunities for Leadership.

GOALS & OBJECTIVES

The goals or broad outcomes are those stated in the International Women's Year goals in the Introduction. The committee's specific outcomes or objectives are:

- 1) An appreciation of the role of women in the History of Canada.
- 2) The recognition of women's role in present day Canada.
- 3) The identification of the part played by women in the City of Hamilton.
- 4) The realization of the opportunities for leadership available in Hamilton for girls.
- 5) The early recognition that women today have tremendous opportunities for a fulfilling life in a variety of ways, either as a homemaker or in a career, or in a combination of both; and the recognition of the dignity of all occupations.
- 6) To employ the skills of inquiry and research in the activities.
- 7) The sense of dignity due to every human person regardless of race or sex.

SCOPE

There is a mass of material on women today, and from it the Committee decided to limit the project to Canadian materials. and specifically to include women's role in the City of Hamilton, as this is a local Committee. The age of the students also precluded the use of the more erudite materials, but these have been included in the biographies for teacher use.

SEQUENCE

Each section as seen from the following Plan for Learning can be used separately, or be used as a total package, working left to right of the same Plan. The ones on Women in Canadian History and Women in Hamilton could be used in a History course while Women in the Media would complement English Studies. The whole kit would be a start on a project on International Women's Year.

The sequencing within the units, apart from the chronological nature of the filmstrips on Women in Canada, are left to the discretion of the student and/or the teacher, although many of the activities follow each other.

THE PLAN FOR LEARNING p. sums up the whole kit and the teacher would be well-advised to discuss this as an overview with the students so that groups of students researching only one unit can see the overall picture.

A PLAN FOR LEARNING starts with a major question, which has several components. The large question is redefined to a more pertinent one and the various units can be drawn out with the possibilities of new ones. It can be built up on the board or on paper with the teacher eliciting much of the material by shrewd questions.

METHODOLOGY

While most of the kit can be used independently by the student, or groups of students, it is hoped that the teacher will act as a facilitator in intervening at crucial stages, clearing up misconceptions, and suggesting other topics for inquiry and discussion.

The approach to learning is comparatively eclectic but concentrates on three main areas:

- 1) discovery - helping students find out a fact well known to the teacher.
- 2) inquiry - setting a task for learners to solve on their own - to elicit many possible answers perhaps unknown to the teacher.
- 3) experiential - providing experiences from which students will learn.

Many of the activities are based on research that can be done with materials in the classrooms, e.g. textbooks; materials from school libraries, public libraries and other community resources such as the local newspaper. All this will be second-hand information. Much first-hand information can be gleaned from interviewing people who have knowledge of well-known or little-known women who have contributed to society in a beneficial way.

EVALUATION

The major evaluation would be to assess whether or not the students using the kit have realized the objectives, and to what degree.

This will be a rather subjective assessment on both the part of the teacher and student, as the whole kit is intended to establish a more open attitude to women's role in Canadian society, and attitude is, at times, difficult to establish.

There is a column for evaluation in the accompanying notes which attempts to point out areas where evaluation could be made.

WHY INTERNATIONAL

WOMEN'S YEAR?

- 1) To influence attitudes towards women.
- 2) To create awareness among Canadians of the changing attitudes.
- 3) To remove inequities in existing legislation and regulations.
- 4) To promote equal opportunity.

WHAT CAN WE DO ABOUT IT?

QUIZ

CANADIAN WOMEN IN HISTORY

WELL-KNOWN WOMEN
UNKNOWN WOMEN

HAMILTON WOMEN

WELL-KNOWN WOMEN
UNKNOWN WOMEN

LEARNING MATERIALS

TEXT BOOKS
LIBRARY BOOKS
ENCYCLOPEDIAS
FILMS
TELEVISION
NEWSPAPERS
ADVERTISING

OPPORTUNITIES FOR LEADERSHIP

CENTRAL INFORMATION
SERVICE
VOLUNTEER BUREAU
CHURCHES
OTHER ORGANIZATIONS

QUIZ



PART I - QUIZ

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Illustrates the width of job possibilities on the part of boys and narrowness of the girls' outlook.		1. Take a poll. Ask the students what they want to be when they grow up. Repeat the poll after the unit is completed, and after you have encouraged them to evaluate their roles critically.		The girls might be quite adventurous in their outlook, but ask them to write down a typical day for them when they are around twenty years of age, and many of them will write down a homemaker's role only.
Demonstrates the differences made between sexes in schools.	Students' School	2. Discuss with the students the efforts made in their school to show the differences between sexes: e.g. - How do students line up? - Do girls do clean-up jobs (desks, chalkboards)? - Do boys move and carry furniture? - During classroom games are the teams "boys against girls"? - Are girls' and boys' physical education classes separated? - Is the playground divided, boys on one side, girls on the other? - Do girls have less opportunities for extra-curricular sports? - Is Home Economics restricted to girls and Industrial Arts to boys?	Rules of school, classroom, etc.	The amount of discrimination or even lack of it will determine the need for the amount of time to be spent on a unit such as this. If you substitute black and white for boy and girl, you will get some idea of the discrimination between the sexes, as racial discrimination is something of which we are more aware.

PART I - QUIZ - con't.

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Demonstrates knowledge of accomplishments of Canadian women.	Games	- Are there "boy jobs", holding doors open during fire alarms, and "girl jobs", helping in the library? - In guidance and career discussion are stereotypes continued i.e. girls become nurses and secretaries, boys become doctors and engineers? - Are cheerleaders used for the boys' team. Divide class into groups to discuss and list the other things in their school that are positive and negative in the way boys and girls are treated. 3. Class can be divided into groups. These games are completed without any research. More information on the people mentioned in the quiz will be found in the following units. The class could make up a similar quiz on famous Canadian men.	Stencil can be made from sheet #	Amount of knowledge will allow both teacher and student to realize the areas where information is required and misconceptions cleared up. This would be a good exercise to alleviate the boys' feeling left out of things. If that is the case, point out how girls feel when confronted by most of Canadian history.

GAMES

GAME 1

EACH WOMAN LISTED BELOW IS CREDITED WITH A DRAMATIC ACCOMPLISHMENT DURING ONE OF THE YEARS LISTED OPPOSITE. MATCH THE NAME AND THE YEAR AND STATE WHAT THE ACCOMPLISHMENT WAS.

- | | |
|---------------------------|---------|
| a. Pauline Johnson | 1. 1951 |
| b. Charlotte Whitton | 2. 1968 |
| c. Nancy Greene | 3. 1894 |
| d. Madeleine de Vercheres | 4. 1813 |
| e. Laura Secord | 5. 1692 |

GAME 2

THESE ARE CANADIAN FIRST LADIES. EACH ONE HAS BEEN A "FIRST" IN SOME WALK OF CANADIAN LIFE. MATCH THEM.

- | | |
|-----------------------|--|
| a. Therese Casgrain | 1. First woman magistrate in Canada. |
| b. Marie-Anne Gaboury | 2. First woman leader of a provincial party in Canada. |
| c. Emily Murphy | 3. First woman in the Federal Cabinet. |
| d. Frances Brook | 4. First ever to write and publish a novel in Canada. |
| e. Ellen Fairclough | 5. First white woman in the West. |

GAME 3

MATCH THE ACCOMPLISHMENTS OF THESE FAMOUS CANADIANS.

- | | |
|-----------------------|---------------|
| a. Barbara Ann Scott | 1. Swimmer |
| b. Elizabeth Wyn Wood | 2. Singer |
| c. Marilyn Bell | 3. Politician |
| d. Maureen Forrester | 4. Swimmer |
| e. Agnes McPhail | 5. Sculptor |
| f. Cindy Nicholas | 6. Skater. |

GAME 4

MATCH THE FOLLOWING WOMEN WITH THEIR CONTRIBUTION TO CANADA.

- | | |
|-----------------------|--|
| a. Adelaide Hoodless | 1. One of the world's most famous authors of juvenile fiction. |
| b. Lucy M. Montgomery | 2. She changed her name to Mary Pickford. |
| c. Susanna Moodie | 3. She founded a famous cosmetic firm. |
| d. Emily Stowe | 4. The first wife of Sir John A. Macdonald. |
| e. Elizabeth Arden | 5. Founder of the Women's Institute. |
| f. Isabella Clark | 6. Canada's first woman doctor. |
| g. Gladys Smith | 7. A prominent NDP member in Ottawa. |
| h. Grace MacInnis | 8. In her books she called her very first home in Canada a "pigsty". |

ANSWERS TO GAMES

GAME 1

- a. 3 Pauline Johnson, the famous Mohawk writer and poet gave a command performance reading of her internationally acclaimed poetry before Queen Victoria in 1894.
- b. 1 Charlotte Whitton was elected Mayor of Ottawa in 1951, the first woman mayor of a capital city in the Commonwealth.
- c. 2 Nancy Greene became World Champion skier in 1968.
- d. 5 Madeleine de Vercheres organized and led a handful of defenders against an Iroquois attack, when she was only 14 in 1692.
- e. 4 Laura Secord warned the Canadians of an American attack, which was successfully repulsed in 1813.

GAME 2

- a. 2 Although never elected to the legislature, Therese Casgrain was chosen as CCF leader in Quebec, in 1951. A great fighter for women's rights.
- b. 5 Marie-Anne Gaboury was the maternal grandmother of Louis Riel.
- c. 1 Emily Ferguson Murphy was a magistrate, fighter for women's rights, campaigner against drugs, mental illness, child labour, and also found time to write.
- d. 4 The History of Emily Montague, by Frances Brook was the first novel in Canada, if not North America. It was written in 1769 and told about the social life in Quebec.
- e. 3 Ellen Fairclough, M.P. for Hamilton was appointed to the Federal Cabinet in the Diefenbaker Government in 1957.

GAME 3

- a. 6 Barbara Ann Scott won the Olympic Gold Medal for skating in 1948.
- b. 5 Elizabeth Wyn Wood is a well-known sculptor.
- c. 1 Marilyn Bell was the first to swim Lake Ontario in 1956.
- d. 2 Maureen Forrester is an internationally known opera singer.
- e. 3 Agnes McPhail was the first woman M.P.
- f. 4 Cindy Nicholas swam the English Channel in 1975 in record time.

GAME 4

- a. 5 Adelaide Hoodless began the Women's Institute Movement in Stoney Creek, Ontario in 1897.
- b. 1 Lucy M. Montgomery wrote Anne of Green Gables in 1908.
- c. 8 Susanna Moodie wrote Roughing It In the Bush.
- d. 6 Emily Stowe founded a club in 1877 to encourage women to be given the vote.

GAME 4 - con't.

- e. 3 Elizabeth Arden's real name was Florence Graham and she was born in Woodbridge, Ontario.
- f. 4 Isabella Clark married John A. Macdonald in 1843.
- g. 2 Mary Pickford was one of the all-time greats in the movie industry.
- h. 7 Grace MacInnis' father, J. S. Woodsworth, a very well-known CCF politician, made her interested in politics.

The following list of Canadian female firsts is provided for quick reference and reflects just a small number of the very colourful women which are documented in the two sources mentioned above.

Macdonald, Margaret (Macdonald) Feminist (1865-1934)
Published first paper in Canada dedicated to the furtherance of women's suffrage.

Macgill, Anna (Macdonald) Scientist (1881-1939)
First woman scholar in Canada.

MacKinnon, Ethel (nee Macdonald) Athlete
First Canadian woman to win Olympic gold medal (1928).

MacLennan, Mrs. Ada Mary (Brown) Educator (1860-1921)
Founder of the Home and School movement in Canada.

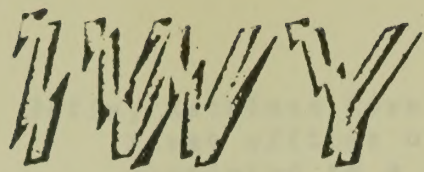
MacLennan, Mrs. Emily Anne Macdonald (Shear) Journalist (1881-1940)
First woman to receive an honorary degree from a Canadian University.

MacLennan, Ethel (Cook) Public Accountant (1891-)
First woman member of a Canadian Federal Cabinet.

MacLennan, Emily (Macdonald) Journalist and Senator (1881-1940)
First woman in British Commonwealth to be Speaker of a Legislative Assembly (1931).

MacLennan, Adelaide Sophia (Macdonald) (1817-1916)
Founder of the Federated Women's Institute of Canada.

MacLennan, Margaret Patten Lawyer
First woman in Canada to be made a Director of a Trust Company.
Served in Commonwealth to be created K.C.



Canadian Firsts

International Women's Year has been with us for several months now, but in the Boys' and Girls' Department the most prevalent usage of the slogan "Why Not" is related to the fact that reference books do not circulate. In the case of two standard reference sources *Encyclopedia Canadiana* (Grolier, 10 v.) and *Macmillan Dictionary of Canadian Biography* (Wallace, William Stewart, Macmillan, 1963 rev. ed. \$16.50) this means that librarians have close to 300 biographical sketches at their finger tips when asked the persistent, "Do ya' got any stuff on famous Canadian women?" Unfortunately, most of the women listed in these two sources have entered the ranks of the famous by dying, but current material is readily available in Canadian periodicals for pamphlet files. It wouldn't do to advocate a lazy approach to reference work in the Boys' and Girls' Department, but it is comforting to know that we have a wealth of historical information to fall back on when other materials have all evaporated.

The following list of Canadian female firsts is provided for quick reference and reflects just a small number of the many colourful careers which are documented in the two sources mentioned above.

Benedictson, Margret (Jonsdattir) Feminist (1866-1956)

Publisher of first paper in Canada dedicated to the furtherance of women's suffrage.

Casgrain, Emma (Gaudreau) Dentist (1861-1934)

First woman dentist in Canada.

Catherwood, Ethel (not listed) Athlete

First Canadian woman to win Olympic gold medal (1928).

Courtrice, Mrs. Ada Mary (Brown) Educationist (1860-1923)

Founder of the Home and School movement in Canada.

Cummings, Mrs. Emily Anne McCausland (Shortt) Journalist (1851-1930)

First woman to receive an honorary degree from a Canadian University.

Fairclough, Ellen Louks (Cook) Public Accountant (1905-)

First woman member of a Canadian Federal Cabinet

Hodges, Nancy (Austin) Journalist and Senator (1888-1969)

First woman in British Commonwealth to be Speaker of a Legislative Assembly (BC).

Hoodless, Adelaide Sophia (Hunter) (1857-1910)

Founder of the Federated Women's Institute of Canada.

Hyndman, Margaret Paton Lawyer

First woman in Canada to be made a Director of a Trust Company, second in Commonwealth to be created K.C.

- Jeffs, Kathleen Lorena Dietician (1897-1948)
First officer of the Women's Division of the Armed Forces to be appointed to a senior administrative position.
- Jodoin, Mariana (Beauchamp) Senator (1881-)
First French-speaking woman senator.
- Kinnear, Helen Alice Judge (1894-1970)
First woman in Commonwealth created a K.C., first in Commonwealth appointed to a county-court bench, first in Canada to appear as counsel before Supreme Court.
- Lockhart, Grace Anne (1885-1916)
First woman university graduate in Canada (BSB).
- McKinney, Louise (Crummy) Politician (1868-1931)
First woman member of a British Commonwealth Legislature.
- MacMillan, Viola Rita (Huggard) Mining Executive (1903-)
President of Prospectors and Developers Association, President of six mining companies, director of three others.
- Macphail, Agnes Campbell, Legislator (1890-1954)
First woman member of the Canadian House of Commons.
- Mance, Jeanne (1606-1673)
Founder of Hotel Dieu in Montreal and first secular nurse in North America.
- Marie of the Incarnation, Mother (Marie Guyard Martin) (1599-1672)
First missionary nun of the Roman Catholic Church in Canada.
- Martin, Clara Brett Lawyer (1874?-1923)
First woman lawyer in Canada.
- Smith, Mrs. Mary Ellen (Spear) Politician (1862-1933)
First woman in British Empire to attain cabinet rank (BC).
- Steinberg, Ida (1885-1942)
Founder of supermarket chain.
- Stewart, Harriett (1862?-1931)
First woman in British Empire to receive a BA.
- Stowe, Mrs. Emily Howard (Jennings) Physician (1831-1903)
First woman authorized to practice medicine in Canada.
- Wilson, Cairine Reay (Markay) (1885-1962)
Canada's first woman senator.

Pat Mitton
Head, Boys' and Girls' Department
Brantford Public Library

Canadian

Women

in

History

Well Known

Unknown

PART II - WOMEN IN CANADA

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Understand the role women played in the history of Canada. Notes the bias and sex-stereotyping of present Canadian history texts.	Famous Women in Canadian History.	- The filmstrips could be shown as a follow-up to the Quiz. - A more in-depth study should follow using the materials listed below. - Kit - Women in Canada - Questions for Discussion will be found in the Teacher's Manual. - Further activities will be found on p. 3 and 4. - Never Done. This could be used as a contrast to the above kit as it is the history of ordinary women. The students should be urged to read it just for the style in which it is written. Find out how the following jobs started: - dressmaking - domestic service - teaching - nursing - sales clerk - office work - The Canadians: - Elizabeth Simcoe - Emily Carr - Nelly McClung	Bergstrom, Ingrid. <u>Women in Canada</u>. Toronto: See Hear Now!, 1973.	This unit counteracts the bias and sex-stereotyping of present textbooks. The resources listed are about the only material available at present for the Intermediate Level. The material is important source material, and must not be viewed as peripheral.
Realizes the role that less well-known people played in the history of Canada.		Never Done. This could be used as a contrast to the above kit as it is the history of ordinary women. The students should be urged to read it just for the style in which it is written.	Corrective Collective, <u>Never Done</u>. Toronto: The Canadian Women's Educational Press, 1974.	<u>Never Done</u> is well-researched, illustrated and refreshingly written.
Notes how interesting the history of Canada can be if well-written and researched.			Bassett, John M. <u>Elizabeth Simcoe</u>. Toronto: Fitzhenry & Whiteside, 1974.	

PART II - WOMEN IN CANADA - con't.

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
These biographies are part of a larger series on both men and women. They can be read for interest. There are activities after most chapters in Emily Carr. 4. Compare these texts with the textbooks in use in the classroom. a. Are women mentioned very much? b. Name the women noted in the class texts. c. Check the Encyclopedia Canadana for bias in the history of Canada. d. Check school libraries for other Canadian history material and note bias.		These biographies are part of a larger series on both men and women. They can be read for interest. There are activities after most chapters in Emily Carr. 4. Compare these texts with the textbooks in use in the classroom. a. Are women mentioned very much? b. Name the women noted in the class texts. c. Check the Encyclopedia Canadana for bias in the history of Canada. d. Check school libraries for other Canadian history material and note bias.	Neering, Rosemary. <u>Emily Carr</u>. Toronto. Fitzhenry & Whiteside, 1975. Benham, Lile Mary. <u>Nelly Mc Clung</u>. Toronto. Fitzhenry & Whiteside, 1975.	

Other Activities

THESE ACTIVITIES ARE MAINLY IN CONNECTION WITH PART I OF WOMEN IN CANADA. STUDENTS SHOULD BE ABLE TO MAKE UP ACTIVITIES OF THEIR OWN FOR PART II.

Madelaine de Vercheres

Pretend you are Madelaine de Vercheres and write a letter back to grandmother in France telling what happened during attack.

Marie Anne Gaboury

Louis Riel would be very proud of his grandmother. Write what you, Louis Riel, would brag about her to fellow prisoners or What would her views be of Louis' actions.

Laura Secord

Find the places shown on the film map on an Ontario road map. Plan a class family trip to visit these spots. How many miles did she walk? What places does her route go through to-day. Why do you think it took 88 years to recognize her? Visit her restored house in Queenston Heights.

Trail and Moodie

Find Lakefield on an Ontario map. How did Mrs. Moodie get from Quebec City to Lakefield? Find the story about the cabin catching on fire. (Gateways to Bookland). Where did Mrs. Trail live? Look for their books. Would the same problems exist in remote areas of Canada now?

Emily Stowe

From the phone book (yellow pages) make a list of women doctors in Hamilton. A school is named after a woman doctor. Find out more about Dr. Bagshaw & Dr. Bette Stevenson, Past President of the Canadian Medical Association. Make a chart of Doctors' speciality. What do these words mean?

Pauline Johnson

Read a poem/story by her. Decide on mood of poem. Find a record that suits this mood. Read poem to your class. Plan a class and family visit to Chiefswood - between Caledonia and Brantford on the River Road.

Lucy Maud Montgomery

Read a book in the Anne series. Put the places mentioned on map of Prince Edward Island. List all the books of Lucy Maud Montgomery. List other Canadian Women Authors. Name one of their books. See which of these are in your school library.

Emily Carr

Watch Film Klee Wyck. Read about Emily Carr in Great Canadian Painting. What makes her paintings unique? Look through other books of Canadian Art. Can you always pick out the Emily Carr paintings?

Suffragette Movement

Make a list of Canadian women involved in the Suffragette Movement. Make a time chart to show how the vote was won for women in Canada.

Nelly Mc Clung

Was honoured by Post Office on a stamp. Find all other women honoured on stamps. Make a chart to show: Name - year of issue - value - today's value.



women of hamilton

PART III - HAMILTON WOMEN

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION								
Understands the concern of the women depicted, for other people	Well-known Women of Hamilton	The short biographies on a few well-known Hamilton women are meant as a start to a much larger collection. 1. Read the biographies carefully. 2. List the major things each person was interested in. 3. Write short paragraphs on the following people using the resources to be found in the next column. They could be divided into categories such as Politicians, the Arts, Business, Homemakers, Professions, Social Services (see P.14.) 4. Build up a chart with the name of the person and her accomplishments e.g. <u>WOMEN OF HAMILTON</u> <table><tr><th>PERSON</th><th>ACCOMPLISHMENTS</th></tr><tr><td>ADELAIDE HOODLESS</td><td>1. FOUNDED THE WOMEN'S INSTITUTES IN STONEY CREEK IN 1897</td></tr><tr><td></td><td>2. 1st PRESIDENT OF HAMILTON Y.M.C.A.</td></tr><tr><td></td><td>3. HELPED FOUND THE NATIONAL COUNCIL OF WOMEN</td></tr></table>	PERSON	ACCOMPLISHMENTS	ADELAIDE HOODLESS	1. FOUNDED THE WOMEN'S INSTITUTES IN STONEY CREEK IN 1897		2. 1st PRESIDENT OF HAMILTON Y.M.C.A.		3. HELPED FOUND THE NATIONAL COUNCIL OF WOMEN	1) The Spectator 2) Hamilton Public Library - Reference Library Biography section - Vertical File Women in Politics - Canada - Picture Collection 3. See bibliography at the end of this manual. 4. Interviews could be recorded with well-known people; and interesting, but not very well-known people.	This unit requires much research that should be meaningful. The students should have specific questions for research in libraries, as well as for interviews. A simple plan for a biography would be: Young Womanhood Career & Accomplishments Death
PERSON	ACCOMPLISHMENTS											
ADELAIDE HOODLESS	1. FOUNDED THE WOMEN'S INSTITUTES IN STONEY CREEK IN 1897											
	2. 1st PRESIDENT OF HAMILTON Y.M.C.A.											
	3. HELPED FOUND THE NATIONAL COUNCIL OF WOMEN											
Demonstrates students' methods of research												
Demonstrates quickly the varied accomplishments of these women												

PART III - HAMILTON WOMEN

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
		4. HELPED THE VICTORIAN ORDER OF NURSES 5. RESPONSIBLE FOR INTRODUCING HOME ECONOMICS TO THE PUBLIC SCHOOLS 6. HELPED ENDOW MACDONALD INSTITUTE IN GUELPH AND MACDONALD COLLEGE IN MONTREAL FOR TRAINING IN HOME ECONOMICS		
Demonstrates students' understanding of their research and their ability to inform others		5. Booklets could be made from the above activity. Presentations in the form of drama, art, audio-visual, quiz etc. would help students to enlarge their knowledge of the notable women of Hamilton.	Old clothes and artifacts Slides Tapes Pictures	
Helps the students realize the importance of ordinary women with whom they come in contact.	Less well-known women of Hamilton.	6. Research could be done by means of interviews on the women a student comes in contact with, using tape-recorders and presenting the research in written or oral form. There is a need for assistance in the outline for an interview so that something meaningful results.	Tape Recorder	

PART III - HAMILTON WOMEN

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Recognizes the many different interests of women	In these early days were mainly quilters, makers of quilts, and a great deal of embroidery. Dr. Bagshaw never married but has two adopted children. Her son, John shares her office with her. When young John was six months old the mother died. Dr. Bagshaw took care of him and later adopted him. Dr. Bagshaw's daughter is a distant relative who came to Hamilton to train as a nurse. Before she left for overseas during World War II she requested Dr. Bagshaw to legally adopt her. The greatest reward in the great world's and has been "the personal satisfaction of doing things for others and seeing people."	Both well-known and ordinary women could be asked to talk to the class.	People from everyday life.	Elizabeth Bagshaw was born in 1881 in Burlington, Vermont County, on a farm, and went to a "private and unpretentious" New England College. She enrolled at University of Toronto in 1903 as an experimental student because women were not allowed as regular medical students at this time. She wanted to be a doctor after hearing a young friend talk about her work, a doctor. She graduated with 12 women in a class of 150. She came to Hamilton in 1906 to help a doctor open the school. She stayed on. At first she used a livery service for her hospital calls and a bicycle for night. The horse-drawn buggy was used until 1910 when Dr. Bagshaw purchased her first car. Her present office is at 404 King Street East, the same address since 1910. In her early days when Dr. Bagshaw received the above recognition in the first General Hospital, after each

DR. ELIZABETH BAGSHAW

CHILDHOOD

Elizabeth Bagshaw was born in 1881 in Covington, Victoria County, on a farm, and went to a "little red schoolhouse" and Lindsay Collegiate.

YOUNG WOMANHOOD

She enrolled at University of Toronto in 1900 as an occasional student because women were not allowed as regular medical students at this time.

She wanted to be a doctor after hearing a young friend talk about her aunt, a doctor.

She graduated with 12 women in a class of 150.

After one year working with a female doctor in Toronto, she came to Hamilton in 1906 to help a doctor over the summer.

She stayed on.

CAREER

At first she used a livery service for her daytime calls and a bicycle for night. The horse-drawn buggy was used until 1910 when Dr. Bagshaw purchased her first car.

Her present office is at 608 King Street East, the same address since 1918.

In her early days here Dr. Bagshaw remembers the straw mattresses on the first General Hospital beds. After each patient was discharged the mattress was burned. Medicines in those early days were mainly quinine, essence of cinnamon and a great deal of understanding.

Dr. Bagshaw never married but has two adopted children. Her son, John shares her offices with her. When young John was six months old his mother died. Dr. Bagshaw took care of him and later adopted him.

Dr. Bagshaw's daughter is a distant relative who came to Hamilton to train as a nurse. Before she left for overseas during World War II she requested Dr. Bagshaw legally adopt her.

The greatest reward in the great woman's mind has been "the personal satisfaction of doing things for others and meeting people".

Her interests have been varied including Curling, Golf and Lawn Bowling.

In 1931 Dr. Bagshaw started the Planned Parenthood Clinic.

In 1940 when her son John was a medical student at Queens, he failed a course for doing a paper on Birth Control, using information from his mother's files. It was illegal to give out Birth Control Information in Canada until 1969.

In the 1970's Dr. Bagshaw was made a member of the Order of Canada.

It is a fitting award for Dr. Bagshaw as the motto on the certificate reads: "They desire a better Canada."

A public elementary school on Quigley Road was named after Dr. Bagshaw in 1971.

HELEN DETWEILER

EDUCATION

When teachers retire, they don't all lose interest in teaching. Sometimes they advance to a higher level of service. Such a person is Helen Detweiler. After a long teaching career, she is now serving Hamilton's young people as a member of the Board of Education.

CHILDHOOD & YOUNG WOMANHOOD

Helen's background is similar to that of many other Hamilton women. Born, raised, and educated in Hamilton, she then trained for teaching in the old Hamilton Normal School which was on Strathcona Street. During her teaching years she found time to further her own education at night and summer schools, and graduated from McMaster University with a B.A. degree.

CAREER

Miss Detweiler's teaching began in the old West Hamilton School (now Princess Elizabeth). Over the years she taught at Stinson Street, Memorial, Robert Land and Ryerson Schools. While serving on the Women Teachers' Federation she became conscious of the job the trustees had and their important relationship with both teachers and parents. She became increasingly aware of the conditions under which teachers and pupils worked in the schools. It was therefore not unexpected that she should some day be a trustee herself. After her retirement, many parents and teachers lent their support to Helen and she was elected to the Board of Education as a trustee for Ward 7. She served on the Education Management and Finance Committees. She still serves on the first one.

Although she finds her role on the salary committee is time consuming, Helen feels that other board problems are more serious in nature. The greater responsibilities placed on the schools with the changing standards of pupil behaviour and increased financial costs all put a strain on Board members. Helen finds the problems not only challenging

but stimulating. As a member of the Hamilton Board of Education, she represents another way in which Hamilton women serve the people of their city.

WILLIAM HODGKINSON At age 15 she became the first woman reporter on the Hamilton Herald. In 1912 she became Hamilton's editor and wrote a column called 'Mrs. Fanny Blay'. .

WILLIAM In 1932 she was elected alderman (the first) and in 1935 was elected councillor (another first for Hamilton and Canada). She ran for Parliament in 1935 but lost. After retiring from civic politics she became director of the Ontario Children's Aid Society. The Hodgkinson Hospital on the coast is named after her.

NORA FRANCES HENDERSON: 1896 - 1949

YOUNG WOMANHOOD At age 16 she became the first woman reporter on the Hamilton Herald. In 1932 she became Women's Editor and wrote a column called 'Mrs. Pepys' Diary'.

CAREER In 1932 she was elected alderman (the first) and in 1935 was elected controller (another first for Hamilton and Canada). She ran for Parliament in 1935 but lost. After retiring from civic politics she became director of the Ontario Children's Aid Society. The Henderson hospital on the mountain is named after her.

ADELAIDE HUNTER HOODLESS 1857 - 1910

Mrs. Adelaide Hoodless was a determined woman committed to an ideal which she pursued with considerable energy and dedication. She was convinced that women should receive education emphasizing "a special attention to sanitation, a better understanding of the economic and hygienic value of foods and fuels, and a more scientific care of children with a view to raising the general standard of the life of our people."

CHILDHOOD

Born on February 27, 1857, on a farm near Saint George in Brant County, Ontario, Adelaide Hunter was the youngest of twelve children. She grew up accustomed to the problems and economic difficulties faced by farm women particularly since her own father died while she was still an infant. Following her marriage at the age of twenty-four to John Hoodless, a Hamilton furniture manufacturer, she had four children, two sons and two daughters. When just fifty-three years of age, she died suddenly on February 25, 1910 while addressing a meeting of the Federation of Women's Clubs.

CAREER

In a speech given in 1896 to the Experimental Union, Mrs. Hoodless stressed the importance of teaching domestic science in schools. Mr. Erland Lee, a farmer, impressed by her ideas, invited her to address a Farmers' Institute meeting at Stoney Creek where her suggestion that women should have their own organization was enthusiastically supported by Mr. and Mrs. Lee and the women present. At a subsequent meeting attended by one hundred and one women, a group was formed which was a part of the Farmers' Institute at first but afterwards in 1897 became the Stoney Creek Women's Institute with Mrs. Hoodless as Honorary President.

Two years later, a second institute was established and by 1900 there were eight.

Today there are Women's Institutes throughout Canada and on four continents. They include more than 7,000,000 women of many races and of every colour and creed. In Ontario alone there are 1,290 branches with 33,511 members. In addition to her contribution to Women's Institutes, Mrs. Hoodless was first president of the Y.W.C.A. when it was established in Hamilton in 1889 and later helped to organize and become an officer of the Dominion Y.W.C.A. She was one of several women who founded the National Council of Women and served as treasurer and convener of home economics for ten years. The Victoria Order of Nurses also benefitted from her organizing ability. She was responsible for introducing domestic science into public schools and for the endowment by Sir William Macdonald of two training colleges for household science at the Macdonald Institute at Guelph in 1903 and the School of Household Science at Macdonald College, Ste. Anne de Bellevue, Quebec, in 1907.

MISS FLORENCE MEILER

YOUNG WOMANHOOD

Florence Meiler worked so others could play. She is a native Hamiltonian and still resides in the family home in Westdale. Miss Meiler was one of the first female Recreation Directors in Canada. She worked her way up to the top job. Miss Meiler worked for the City of Hamilton for over 47 years, retiring in 1971.

CAREER

The recreation department starting budget was \$19,000 and upon retirement Miss Meiler said the budget was well over the million dollar mark.

She was the first woman in her class to graduate from the recreation courses offered by the Department of Education in the early 50's. When asked about her personal philosophy toward recreation, she says, "What people do in their leisure has a great influence on their lives."

We must teach young people to do constructive things in their leisure time."

Leisure time, retirement?. Florence Meiler is the original human dynamo. She assists in teaching classes as part of the seminars offered at McMaster for those persons preparing for retirement. She aids Mohawk College as an active member of the advisory Committee to the Recreation Leadership program. She is an active supporter and past president of the Altrusa Club. She has chaired two finance campaigns for Westdale United Church and the list goes on ad infinitum. "I learned more from teaching other people." Florence Meiler means every word.

She was a pioneer in the development of Recreation as a profession in Ontario. She has opened the door of opportunity for women in the recreation field. Her leadership, skills and ability are enhanced by the fact that she is a sensitive human person.

MARNIE PAIKIN

CHILDHOOD

Born in 1934 in Toronto.

CAREER

Mrs. Paikin has been President of the Hamilton Philharmonic Orchestra and Director of the Federation of Symphony Orchestras.

She is a trustee of Mc Master Medical Centre and a member of the governing council of the University of Toronto.

She sees her role as: seeing money is well spent, keeping the theatre human, getting local groups participating in Hamilton Place, and presenting a cross-section on entertainment.

ADA PRITCHARD - 1901

CHILDHOOD

Born in 1901 in India of English parents, but spent her childhood in England. She was a volunteer ambulance driver during the first World War. She and her husband came to Hamilton in the 1920's.

CAREER

She became an alderman in 1952 and controller in 1955 and remained as controller and acting-mayor until she was elected to the Ontario Legislature in 1963. She remained an M.P. until 1971 when she retired.

The following list of Hamilton women is by no means complete. Information on them will be found mainly in the Spectator and the Public Library. Interviews could also be arranged with them.

Politicians

Anne Jones	- Chairman - Hamilton-Wentworth Regional Council
Ellen Fairclough	- Hamilton Trust Co.
Pat Ford	- Alderman
Olive Ritchie	- Chairperson - Hamilton Status of Women
Majorie Baskin	- Trustee - Board of Education
Kay Nolan	- Trustee - Hamilton - Wentworth R.C.S.S. Board
Maureen Radigan	- Trustee - Hamilton - Wentworth R.C.S.S. Board

The Arts

Valerie Tryon	- Pianist
Susan Shulman	- Flautist
Marta Hidy	- Violinist
Elizabeth Holbrook	- Artist
Mavis Ehlert	- Potter
Jessie Beattie	- Writer

Homemakers

Gwen Vrooman	}	- All volunteers
Jackie Schneider		
Muriel Beatty		
Mrs. L. D. Jackson		
Mrs. W. Hendrie		
Betty Ward		

Business

Dorothy Cauley	- Dofasco
Lillian Longmoor	- Customs
Ruth Walker	- Real Estate
Bunny Beggs	- Industrial Real Estate
Doris Smith	- Appraiser

Professions

Mary Lou Dingle

Mary Blum

Sue Inkster

Dorothy Kergin

Dorothy Mann

Jean Rumney

Dorian Brisbin

Sheila Scott

Madge Allwood

Betty Lou Lee

- Lawyer
- Psychologist
- Teacher
- McMaster University - Head of Nursing
- Doctor
- Veterinarian
- Waterloo University - Professor of Chemistry
- McMaster University - Dean of Women
- Director - South Central Regional Library
- Reporter

Social Services

Betty Day

Carol Capling

Margaret Heilig

Joan Mc Kee

Lois Wilson

Callie Bell

Caroline Foster

- McMaster University - Services Information
- Central Information Services
- Former Metro Director, Y.W.C.A.
- New Director of Y.W.C.A.
- Minister
- Human Rights Commission
- Parole Board

LEARNING MATERIALS

Newspapers

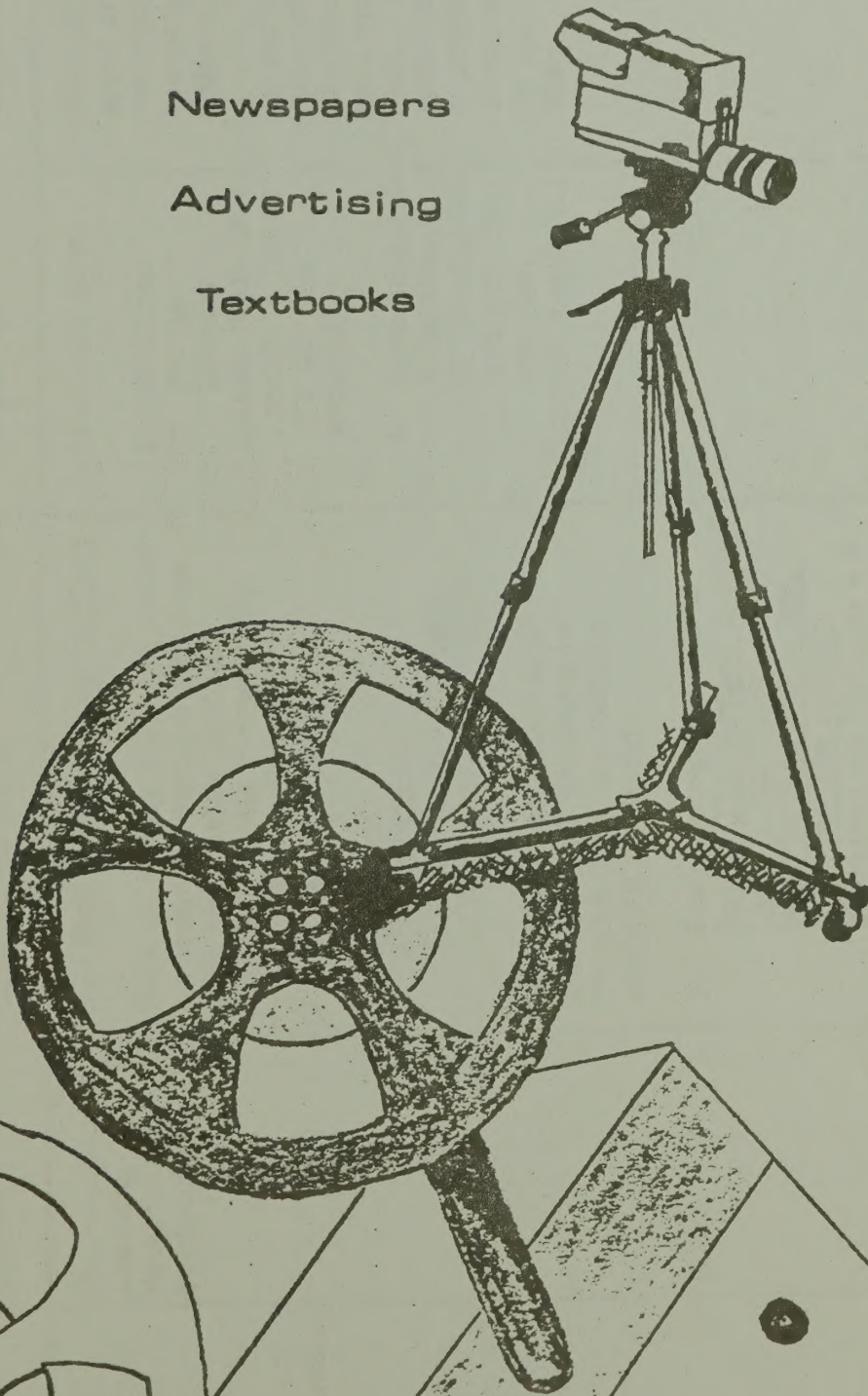
Advertising

Textbooks

Encyclopedias

Library Books

Films . . . TV



OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Demonstrates stereotyping in a variety of media. Uses knowledge of stereotyping to change attitudes of the media and people.	The various Learning Materials students use.	1. Show film "A Woman's Place." This is a long film and could be shown in various sections with some being omitted. The film shows stereotyping in a) Picture Books b) Fairy Tales c) Toys d) Movies e) Advertising f) Women's Courses in Universities. In discussion after each section, ask students to recapitulate the various stereotypes found. 2. Read the extracts from <u>Sports Illustrated Book of Tennis</u>, published in 1961, and <u>I'm Glad I'm a Boy</u>, <u>I'm Glad I'm a Girl</u>, published in 1970, p. 4 & 5 Note students' reaction to extracts. Are they stereotyped? 3. Divide class into small groups to evaluate sexism in readers and math texts, using the evaluation sheet cited under Resources. The student's findings should be discussed at length. They should be shown the new guidelines for authors. (See Resources).	Available from: 1. Hamilton Public Library (please book in teacher's name, not for the school.) 2. International Telefilms, 47 Densley Av. TORONTO, Ont. M6M 5A8. (Rental fee \$45.)	This will set the scene for students' recognition of stereotyping in the media. As the media have such influence on students, this will be a very important unit. Most of the media have to make a profit. One only changes attitudes by not supporting them.
	Books		Variety of Text-books, in particular readers and math. books. Make stencil for evaluating (See p. 6) American Heritage Dictionary Guide-lines could be run off.	
	Textbooks			

PART IV - CON'T.

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
	Magazines and Newspaper	4. Divide class into groups to study other communication media with questions such as: a) Magazine and Newspaper Advertisements: 1. How many products are sold because the ads contain the picture of a pretty girl? 2. How many times are women shown as unable to do a simple task without the help of a man?	See also Gage and McGraw-Hill Guide-lines available from each company.	Note ones from the school library in particular. There is little need to study Playboy and Play-girl etc. They are blatantly sexist.
	Television	b) T.V. Programs 1. How are women depicted? 2. What are they doing? 3. Are they ever shown as intelligent, self-reliant individuals or dependent persons? 4. On game and quiz shows, is the master of ceremonies usually a male? 5. Does a female contestant describe herself in terms of other people e.g. married to a lawyer and mother of two lovely children? 6. Discuss findings with students, particularly, the roles certain characters play.		Limit students to a few shows and commercials so that there is a deeper understanding rather than a superficial one.

PART IV - CON'T.

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
		7. Check Encyclopedia under the following headings: Women Women's Rights Suffrage The Women's Rights Movement Temperance Labour Movement History: The French Regime Pre-Confederation Post-Confederation Opening the West 1st. World War Depression 2nd. World War Post-War Questions: 1. Are women mentioned at all? 2. In what capacity? Is it always as wife of somebody? 3. Is there any mention of single and independent women who went west as missionaries and homesteaders? 4. What was the major cause of the Temperance Movement?	World Book Encyclopedia, Compton's Encyclopedia, New Book of Knowledge, Canadiana See Article by Linda Kraft - Lost Herstory. School Library Journal. Encyclopedia Canadiana only.	

THE GAME

1. Let your partner serve first. It will make him feel that victory depends on him.

2. Play the right way. (For the same reason as above.)

3. Don't apologise. Boys are strong.
Girls are graceful.

4. Wear the suit. Boys are doctors.
Girls are nurses.

5. Be disconcertingly colour for colour. Boys are policemen.
Girls are metermaids.

6. Don't allow your partner to say other things. Boys are football players.
Girls are cheerleaders.

7. Compliment your partner. Boys are pilots.
Girls are stewardesses.

8. Don't chat with your partner. Boys fix things.
Girls need things fixed.

9. Play the ball. Boys invent things.
Girls use what boys invent.

10. Always play your best. Boys build houses.
Girls keep houses.

11. Always play your best. Boys build houses.
Girls keep houses.

12. Always play your best. Boys build houses.
Girls keep houses.

13. Always play your best. Boys build houses.
Girls keep houses.

Extract from the children's book "I'm Glad I'm a Boy, I'm Glad I'm a Girl."
(Simon and Schuster, 1970).

14. Don't try to win all your points from the boy across the net. It's more rewarding to win up the other way.

15. When the ball goes over the net, take it in the back. You don't like and who are they.

16. Never serve your hardest to the opposing lady unless she is probably a better player than you are. Use a spin serve; it looks soft but it is just as effective and noisy.

17. If a crucial point is needed and the opposing lady is loose, take advantage of her glaring weakness. Use your best shot to hit it elsewhere.

18. If your side wins, the drinks are on you.

19. Always play your best. Boys build houses.
Girls keep houses.

FOR WOMEN:

1. Let your partner serve first. It will make him feel that victory depends on him.
2. Play the right court when receiving (for the same reason as above.)
3. Don't apologize when you miss. You didn't mean to make the error.
4. Wear the most becoming outfit you can find in your wardrobe, but don't try to be too spectacular looking. The too-intriguing costume can be as disconcerting to your partner as your opponent. The undeviating colour for tennis is white.
5. Don't make your partner fetch all the loose balls around the court. He may abhor the helpless type.
6. Compliment your partner generously but uneffusively when he makes a good shot. His ego is the key to his performance.
7. Don't chat with the other players or the bystanders.
8. Play the net uncomplainingly if your partner asks you to. He may have a reason.
9. Always play your best; MEN PREFER TO WIN.

FOR MEN:

1. Always ask your partner, "Would you like to serve first?" The courtesy is more important than the REPLY.
2. If it is your team's turn to receive, stand firm in the left court and ask her: "Which court do you prefer to play?"
3. When your partner wrongly calls an opponent's shot out, don't correct her. Your opponents won't remember the favour and she won't forgive you.
4. Don't try to win all your points from the lady across the net. It's more rewarding to show up the other man.
5. When the ball goes over the fence, fetch it on the trot. Women don't like men who are lazy.
6. Never serve your hardest to the opposing lady unless she is patently a better player than you are. Use a spin serve; it looks soft but it is just as effective and nasty.
7. If a crucial point is needed and the opposing lady is inept, take advantage of her glaring weakness but then protest you meant to hit it elsewhere.
8. If your side wins, the drinks are on you.
9. Always play your best; WOMEN ARE ALLERGIC TO LOSING.

Evaluating Sexism in Learning Materials

1. Number of stories where main character is:
2. Number of illustrations
3. Number of times children are shown:
 - a. in active play
 - b. using initiative
 - c. displaying independence
 - d. solving problems
 - e. earning money
 - f. receiving recognition
 - g. being inventive
 - h. involved in sports
 - i. fearless or helpless
 - j. receiving help.
4. Number of times adults are shown:
 - a. in different occupations
 - b. playing with children
 - c. taking children on outings
 - d. teaching skills
 - e. giving tenderness
 - f. scolding children
 - g. biographically
5.
 - a. Are boys allowed to show their emotions?
 - b. Are girls rewarded for intelligence rather than for beauty?
 - c. Are there any derogatory comments directed at girls in general?
 - d. Is mother shown working outside the home? If so, in what kind of job?
 - e. Are there any stories about one-parent families? Families without children? Are babysitters shown?
 - f. Are minority and ethnic groups treated naturally?

[illegible]

These questions could
be answered separately.

NON-SEXIST LANGUAGE GUIDELINES

by

Alma Graham

Executive Editor

American Heritage Dictionary Division

I. Inclusion of Women.

- a. Since man and he are used to designate males and to distinguish them from females, these words tend to exclude females when they are applied to the average person or the human race. Therefore:

1. When referring to the human species, say people, human beings, or men and women, not man or men. For mankind, substitute humankind or humanity.

no

primitive man

prehistoric man

Neanderthal man

Can man survive?

Darwin believed that men evolved from anthropoid apes.

man's conquest of space

men land on the moon

One small step for a man,
one giant leap for mankind.

the black man in America

the family of man

yes

primitive people or peoples

prehistoric human beings

Neanderthal men & women; Neanderthals

Can the human race survive?

Darwin believed that human beings (or the human species) evolved from anthropoid apes.

the human conquest of space

human beings land on the moon

One small step for a human being,
one giant leap for humankind.

black people in America

the human family

- 2a. When referring to an individual or archetype, avoid using the word man when you can replace it with person or a more specific substitute. Use man only when you mean to restrict a reference to an adult human male.

no

the working man

the common man

the little man (or guy
or fellow)

a one-man operation

a one-man show

yes

the working person; the worker

the average person; the ordinary
citizen

the little person; the powerless
person

a one-person operation

a one-artist show

no
a twelve-man jury
one man, one vote
the leading man in the field
men in high places
the best man for the job
Smith is a good man
If a man can walk a mile
in ten minutes
a college man
manmade
man-hours
manpower
man to man
to man a post or position
They agreed to a man

yes
a twelve-member jury
one person, citizen or voter, one vote
the leading person, scholar, expert,
or practitioner in the field
high-ranking officials
the best person or candidate for
the job
Smith is a good person, worker,
employee, colleague, etc.
If someone can walk a mile in
ten minutes
a college student
manufactured; artificial
work-hours; worker-hours
human power; human energy; workers;
workforce.
person to person; one to one
to fill or staff a post or position
They agreed unanimously.

-
- b. Avoid unnecessary repetition of the word man, as in the rhetorical phrases a man of and a man who.

no
a man who has served his
country well, a man who
continues to serve the
public interest
a man of discriminating
taste, a man who recognizes
and demands the best.

yes
one who has served the country
well and who continues to
serve the public interest
a person of discriminating
taste, someone who recognizes
and demands the best

-
- 3a. When referring to a job, name the occupation by the work performed, not by gender of the worker.

no
insurance man
advertising man
management man
middleman
deliveryman
workman
mailman
fireman

yes
insurance agent
advertising agent or copywriter
manager
agent, processor, packager,
distributor
deliverer
worker
letter carrier; mail carrier
fire fighter

no
 policeman
 watchman
 cameraman
 airman
 craftsman
 congressman
 statesman
 the men in the field

 men of medicine
 men of law
 men of science
 men of letters
 men of God

yes
 police officer
 guard; sentinel; sentry
 camera operator
 pilot; aviator; flier
 artisan; craft worker
 member of Congress; Representative
 leader; public servant
 the representatives, agents,
 staff or personnel in the field
 doctors
 lawyers
 scientists
 writers
 the clergy; ministers, priests,
 rabbis, etc.

- b. In other cases, occupational titles ended in - man can be replaced by titles ending in - person.

no
 salesman

 businessman

 chairman
 spokesman
 professional men

yes
 salesperson; salesclerk; sales
 representative; sales agent
 business people; business
 personnel; business executives
 chairperson
 spokesperson
 professional people; professionals,
 doctors, lawyers, dentists, etc..

4. Do not imply that only men were inventors, discoverers, explorers, scientists, pioneers. Use words that embrace both men and women.

avoid
 Adventurous men sailed the
 sea and settled in new lands.
Men by the thousands headed
 west.

substitute
 people; men and women;
 colonists, immigrants
 men and women; pioneers;
 settlers; homesteaders;
 prospectors; farmers;
 ranchers.

5. Avoid general terms derived from masculine words or titles when a neutral term can be substituted.

no

forefathers

founding fathers

fatherland

brotherhood; fellowship;
fraternity

the brotherhood of man

All men are brothers

yes

precursors; ancestors; forerunners;
(or forefathers and foremothers)

founders

native land; homeland

companionship; friendship; kinship;
comradeship; amity; unity; community;
oneness; peace.

the kinship (or unity) of human
beings

All people are akin

All people are neighbours

All people are members of the
human family.

-
6. Try to avoid references to a single, hypothetical individual who stands for a whole group or class.

- a. Instead of generalizing in the singular (using he), generalize in the plural (using they).

no

If the student practices
this exercise, he can
master it.

Always give the customer
his money's worth

yes

If students practice this exercise,
they can master it.

Always give customers their money's
worth.

- b. When you do generalize in the singular, try to rephrase your sentence in order to eliminate unnecessary he's.

A student who practices this exercise can master it.

- c. When you must apply a singular pronoun to a hypothetical person, balance he with she, him with her, his with her or hers.

no

Each voter should select
the candidate of his choice.

An accused man is assumed
to be innocent until he is
proved guilty.

yes

Each voter should select the
candidate of his or her choice.

An accused person is assumed to
be innocent until he or she is
proved guilty.

- d. Do not use his in contexts where a possessive adjective is not really necessary.

no

A worker is expected
to do his job well.

Each child brought his
own lunch.

yes

A worker is expected to do
the job well.

A worker is expected to do
a good job.

Each child brought a lunch.

- e. When referring to a baby or an animal of unknown gender, use it or its rather than he, him or his.

no

Have you ever watched
a baby play with his
toes?

That dog is burying
his bone.

yes

Have you ever watched a baby
play with its toes?

That dog is burying its bone.

-
- B. Never assume that all readers or listeners are male. Always write inclusively, using language and examples that can apply to a reader of either sex.

-
1. When the reader is addressed as you, the writer should refer to your spouse, not your wife, or should rephrase the sentence to deal with male and female on an equal basis.

no

You and your wife can
file a joint tax return.

If there is a history of
hemophilia on your wife's
side of the family ...

yes

You and your spouse can file
a joint tax return.

If there is a history of
hemophilia on the female
side (or the wife's side)
of a family ...

-
2. Avoid use of exclusively male examples. Wherever possible, use an inclusive word such as child, adult, or parent.

no

after you shave in the morning
a tree trunk with a hole
big enough for a boy to
hide in.

as excited as a boy at a circus
Don't send a boy to do a man's job
A father takes pride in his son
Give a kid a job and help mold
a man.
The child is father of the man.

yes

after you wash and dress in the morning
a tree trunk with a hole big
enough for a child to hide in

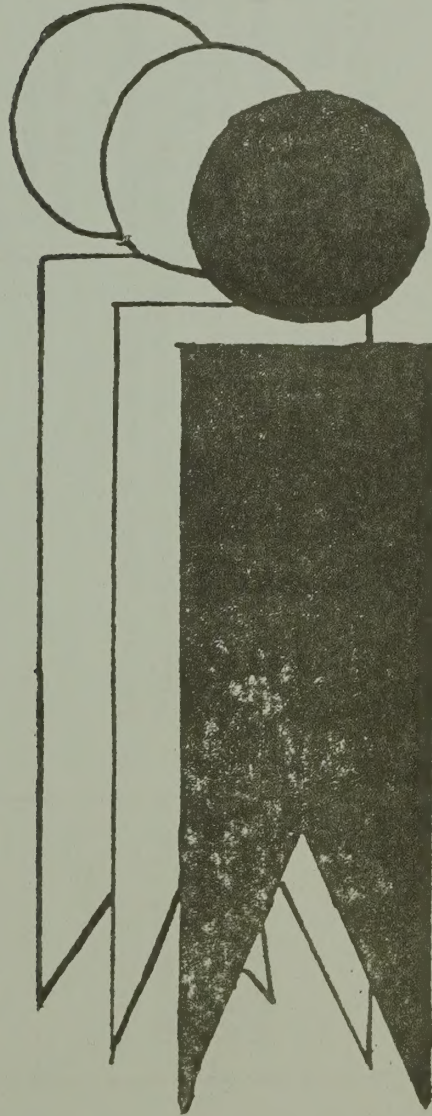
as excited as a child at a circus
Don't send a child to do an adult's job.
Parents take pride in their children.
Give a kid a job and help mold an
adult (or a citizen of tomorrow).
The child is parent of the adult.

(NOTE: Quotations are occasionally used for consciousness-raising purposes only. No one is proposing that we rewrite Wordsworth).

-
- C. When generalizing, be sure that your information includes women as well as men.

If you say "Americans are not physically fit," this should mean that American men and women are not physically fit. If your information is limited to the physical fitness of males, you must say "American men are not physically fit."

Opportunities For Leadership



PART V - OPPORTUNITIES FOR LEADERSHIP

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Notes the variety of activities for girls available in Hamilton	Central Information Service	1. A group of students should be delegated to contact the C.I.S. for information on the following: a) Types of clubs available b) Fees c) Names and address of contact person	Central Information Service, Lister Block Bldg. R.609 James Street North, Hamilton, Ont. Tel.No. 528-0104 Information on Sports Animal Clubs Art Gymnastics Dancing etc.	This is a superb service which every student should know. Note whether the majority of clubs are for boys or girls.
Understands the importance of volunteer service	Volunteer Bureau of the Social Planning & Research Council	2. Another group of students could contact the Volunteer Bureau to offer their services after they read "Youth on the Spot", a booklet on the agencies in Hamilton that need help. The booklet is available from the C.I.S. or the Volunteer Bureau	Volunteer Bureau of the Social & Planning Research Council 153½ King Street East, Hamilton, Ont. Tel.No. 522-1148	There will be much enthusiasm for the volunteer jobs at first. A check could be made at the end of three months to see how the students fare. Volunteer work should not be undertaken lightly.

PART V - OPPORTUNITIES FOR LEADERSHIP

OBJECTIVES	CONTENT	STUDENT ACTIVITY	RESOURCES	EVALUATION
Understands the role of the Churches in social work for all ages	Churches & Synagogues Other activities	3. The students could list the churches and the synagogues and the various clubs to which they belong. 4. Ask students to list any other clubs or activities that should be made known to the class, e.g. The Navy League Army Cadets Air Force Cadets Scouts Guides		Are there more for girls than boys? Note that girls have tried to join the Scouts in the U.S.A. Are the two segments going to join forces?

SUGGESTED READING

SOURCES

PUBLISHERS The major publishing companies were asked to send material they thought would be useful for the Intermediate level in connection with a kit about women.

There was an excellent response but the field was narrowed considerably when we decided to limit the kit to Women in Canada. However, we are including some of the other material as it would be very good for secondary source material.

WOMEN'S BUREAU A bibliography from the Women's Bureau is included. This is a fairly comprehensive list, with many standard articles on the subject being listed. The list is constantly updated so application for a new one can be made to: The Women's Bureau,
Ontario Ministry of Labour,
400 University Avenue,
Toronto, Ontario.

FEDERATION OF WOMEN TEACHERS' ASSOCIATION OF ONTARIO Bibliographies and kits are available from: 1260 Bay Street, Toronto, Ontario.

The Federation has excellent material especially a slide-tape production on text book bias.

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Toronto, Ontario. M5A 2W8

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AVAILABLE FROM Learning Resource Centre, 666 Eglinton Ave.W.,
Toronto, Ontario.

Other Women, Other Work. Churchill Films, 1973.
AVAILABLE FROM Gordon Watt Films, 865 Sheppard Ave.W.,
Downsview. Learning Resource Centre, 666 Eglinton Ave. W.,
Toronto, Ontario.

Take this Woman. N.B.C. Education Enterprises.

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Toronto, Ontario. M5A 2W8

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W.B.L. - indicates that the reference is available in the Women's Bureau Resource Centre.

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This bibliography can be supplemented by reference to the Women's Bureau card bibliography - particularly the sections on sex-differences and guidance.

SOURCES OF NON-SEXIST BOOKS AND BOOKLETS

Before We Are Six. c/o Sociology Secretary, University of
Waterloo, Waterloo, Ontario.
Bibliography of non-sexist children's books. 25¢.

Children's Liberation Workshop, P.O. Box 207, Ancaster, Ontario.
Studies socialization of children and alternatives for non-
sexist culture.

Feminists on Children's Media, P.O. Box 4315, Grand Central Station,
New York, New York 10017.
"Little Miss Muffet Fights Back" recommended non-sexist
books about girls for young readers. 50¢.

Feminist Journal, Box 14061, Minneapolis, Minnesota 55414.
Reading lists for older girls.

The Feminist Press, 10920 Battersea Lane, Columbia, Maryland 21043.
Publishes non-sexist books for both the young and older reader.
Price range 75¢ - \$1.25.

Feminist Press, SUNY at Old Westbury, Box 334, Old Westbury,
New York 11568.
Fiction, biographies, reprints: older children, adolescents, adults.

Lollipop Power Inc., P.O. Box 1171, Chapel Hill, North Carolina 27514.
Publishes non-sexist books for the 2-8 age group.
Price range 75¢ - \$1.25.

NOW, 45 Newbury Street, Boston, Massachusetts 02116.
Reading lists on different age levels available at 10¢.

Woman's Place, 31 Dupont Street, Toronto, Ontario.
Bibliography of non-sexist children's books. 20¢.

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